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ABSTRACT

Intended to help academic librarians with practical information useful in the development of their own programs, these 12 checklists cover appropriate segments of the academic library instruction program: (1) elements of a model library instruction program; (2) assessing student needs; (3) assessing classroom instructor interest in bibliographic instruction through an interview; (4) assessing the dean's interest in bibliographic instruction through an interview; (5) administering a program; (6) developing objectives; (7) instructional modes; (8) developing instructional materials; (9) program to teach librarians how to teach; (10) evaluation of a program; (11) gaining and maintaining collegial support within the library; and (12) gaining and maintaining institutional support. (JD)

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American Library Association
Association of College and Research Libraries
Bibliographic Instruction Section
Continuing Education Committee

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ORGANIZING AND MANAGING

A LIBRARY INSTRUCTION PROGRAM

CHECKLISTS

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Preconference
Southern Methodist University
Dallas, Texas
June 21-23, 1979

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Introduction

"Organizing and Managing a Library Instruction Program"

The ACRL Bibliographic Instruction Section, Continuing Education Committee, at its inception in 1977, decided that since

1. Library instruction is still a new concept for many academic libraries, and

2. Academic librarians have a need for practical information they can use and apply to their own situations,

a model academic library instruction program with checklists covering the appropriate segments be developed by the committee for use in a preconference.

The committee spent a year working on the checklists for the preconference in Dallas, June 21-23, 1979. Twelve checklists that participants can implement in initiating or improving a library instruction program are the focal point for the section of the preconference "Organizing and Managing a Library Instruction Program."

Under the guidance of experienced instruction librarians who developed the checklists, participants will utilize the checklists to assess their own needs and take from the workshop new ideas for their own individual libraries' programs.

The committee hopes that these checklists will prove to be helpful to instruction librarians, that they will find their way into the canon of library instruction literature, and that they will be used in continuing education activities.

Anne Roberts, Chair 1977-79
ACRL BIS Continuing Education Committee

American Library Association
Association of College and Research Libraries
Bibliographic Instruction Section
Continuing Education Committee

Members, 1977-79

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BIBLIOGRAPHIC INSTRUCTION CHECKLIST ELEMENTS OF A MODEL LIBRARY INSTRUCTION PROGRAM

I. Preliminary planning

_____ A. Studentbody enrollment in college
- _____ 1. 0 - 3,000
- _____ 2. 3,001 - 6,000
- _____ 3. 6,001 - 10,000
- _____ 4. 10,001 - 20,000
- _____ 5. 20,001 and over

_____ B. Level of students in college
- _____ 1. First two years only
- _____ 2. Four-year undergraduate
- _____ 3. Graduate only
- _____ 4. Undergraduate and graduate

_____ C. Area of study of student who will participate in library instruction program
- _____ 1. Liberal arts or "generalists"
- _____ 2. Vocational and/or technical
- _____ 3. Professional, e.g. law, medical, dental
- _____ 4. Graduate research major

_____ D. What portion of studentbody will participate
- _____ 1. All those enrolled in a given course
- _____ 2. All those enrolled in a given program
- _____ 3. Potentially everyone, i.e. whomever is enrolled in a course with a faculty member who participates
- _____ 4. Everyone

_____ E. Has planning time been given to
- _____ 1. Quiet thinking
- _____ 2. Discussions with
  - _____ a) Faculty
  - _____ b) Librarians
  - _____ c) Students

_____ F. Has faculty input been actively solicited

_____ G. Has there been consultation with education specialist for discussion of
- _____ 1. Teaching techniques
- _____ 2. Methodology
- _____ 3. Curriculum planning

_____ H. What form(s) will library instruction take

_____ 1. Point-of-use instruction with librarian explaining tool to student
_____ 2. Point-of-use instruction using an audiovisual aid
_____ 3. Voluntary course-related sessions at request of faculty
_____ 4. Required course-related sessions
_____ 5. Credit course
_____ 6. Self-paced course(s on volunteer basis
_____ 7. Required self-paced course(s)

II. Objectives

_____ A. Formulated after consultation with

_____ 1. Librarians only
_____ 2. Faculty only
_____ 3. Students only
_____ 4. Librarians and faculty
_____ 5. Faculty and students
_____ 6. Librarians, faculty and students

_____ B. Related to library's service goals

_____ C. Related to college or program curriculum

_____ D. Related to college or program requirements

_____ E. Related to course curriculum

_____ F. Clearly delineated

III. Administration and staffing

_____ A. Who will administer the library instruction program

_____ 1. a coordinator of instruction hired for that purpose
_____ 2. a designated member of public service
_____ 3. rotating responsibility
_____ 4. other

_____ B. Who will teach in library instruction program

_____ 1. All librarians on staff
_____ 2. Librarians who volunteer
_____ 3. One or more librarians whose assignment is library instruction

_____ C. Are there enough library instructors participating

_____ 1. To meet the "start-up" demand
_____ 2. To meet the potential demand

_____ D. Are participating librarians being given released time

_____ 1. to plan curriculum
_____ 2. to develop materials
_____ 3. to teach

IV. Syllabus/Curriculum

_____ A. Have discussions taken place among the library staff and particularly reference librarians regarding the precise subject matter that should be covered

_____ B. Has faculty input been sought regarding subject matter

_____ C. Will the curriculum of the program help to meet the stated objectives

_____ D. Is the curriculum relevant to the information needs of the students

_____ E. Is the curriculum realistic in length and depth for the potential student participants

V. Publicity

_____ A. To library staff

_____ 1. Through announcements and discussions in meeting
_____ 2. Through newsletters, brochures, flyers, posters, etc.
_____ 3. Through one-to-one discussion

_____ B. To faculty

_____ 1. To those who teach courses involved with library instruction
_____ 2. To those who teach any subject
_____ 3. In faculty meetings; all-college or departmental
_____ 4. By sending person letters
_____ 5. By telephone contact
_____ 6. By one-to-one when faculty member is in library
_____ 7. By one-to-one through faculty office visits by librarians

_____ C. To students

_____ 1. By signs/posters in library
_____ 2. By hand-outs
_____ 3. Through student newspaper
_____ 4. Through one-to-one discussions in or outside the library

VI. Materials

_____ A. Have teaching aids been considered

_____ B. Have teaching aids been developed
_____ 1. Print
_____ 2. Non-print

_____ C. Have student hand-outs been duplicated in sufficient number

_____ D. Have student work sheets or exercises been duplicated in sufficient number

VII. Budget

_____ A. Staff: full time, part time, released time
_____ 1. Coordinator _____
_____ 2. Library instruction _____
_____ 3. Developing materials _____

_____ B. Materials
_____ 1. Supplies, e.g. paper, paints, lettering sets, etc.
_____ 2. Audiovisual supplies
_____ 3. Audiovisual equipment
_____ 4. Reproduction costs

VIII. Space

_____ A. Classroom
_____ B. Classroom within library
_____ C. Group gathering space within library
_____ D. Consulting space within library

IX. Evaluation techniques

_____ A. Of what students who have participated have learned
_____ 1. pre-testing
_____ 2. post-testing
_____ 3. quizzes
_____ 4. discussion

_____ B. By students of the course or session
_____ C. By faculty of the course or session
_____ D. By librarians, teaching and non-teaching, of the program as they see it through students who have participated

Patricia W. Silvernail
December 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

ASSESSING STUDENT NEEDS

I. Type of institution

___ A. Two-year college
___ B. Four-year college
___ C. University
___ D. Specialized: technical, professional, etc.
___ E. Other _____

II. Student profile

A. Age group

___ 1. Under 18
___ 2. 18 - 22
___ 3. 22 - 29
___ 4. 30 or over
___

B. Type of courses

___ 1. Undergraduate; major _____

___ a) Freshman
___ b) Sophomore
___ c) Junior
___ d) Senior
___

___ 2. Graduate, subject _____

___ a) Masters
___ b) Doctorate
___ c) Other _____
___

___ 3. Continuing education: interests _____
___ 4. Other _____
___

C. Residence

___ 1. Lives on campus
___ 2. Lives near campus (within 20 minutes)
___ 3. Commutes over 20 minutes
___

D. Registered for courses

___1. Daytime during week
___2. Evening
___3. Weekends
___4. Any combination of above _____

III. Student attitude toward library

___A. Enthusiastic
___B. Positive
___C. Comfortable in library setting
___D. Indifferent
___E. Intimidated or embarrassed
___F. Negative

IV. Past experience with library instruction

___A. Elementary school library
___B. Public library
___C. High School Library
___D. College or university library
___E. Other _____
___F. No previous library instruction

V. Types of library instruction student has had within the present institution

___A. Library tour
___B. Orientation: brief introduction to the concept of library and its facilities
___C. Handouts: Floor plans, bibliographies, library handbook, research strategies, etc.
___D. Point-of-use instruction in library
___E. Audiovisual programs
___F. Classroom instruction
___G. Other _____
___H. None

VI. Student expectations of library

___A. Leisure reading
___B. Research use of books
___C. Research use of periodicals
___D. Reserve readings
___E. Study hall use
___F. Assistance in locating information

___ 1. Short term
___ 2. Long term

___ G. Reward of better grades when research becomes easier
___ H. Reward of gratification when able to pursue research on his/her own

VII. Type of assignment student may have to complete

___ A. Short research paper
___ B. Term paper
___ C. Use of research material on a particular topic
___ D. Reserve readings already assigned
___ E. Other _____

VIII. Student rationale or motivation for attending voluntary library instruction program

___ A. To get general background of library resources
___ B. To become familiar with new subject areas
___ C. To get help on a specific information need
___ D. To follow suggestion of faculty

IX. Ways in which library instruction may be carried out for this student

___ A. Library tour
___ B. Group instruction in classroom by librarian
___ C. Group instruction in library by librarian
___ D. One-to-one instruction by librarian
___ E. Slide/tape presentation
___ F. Handouts
___ G. Other _____

X. Means of assessing student progress in bibliographic instruction

___ A. Oral
___ 1. Conversation between librarian and student
___ 2. Conversation between librarian and classroom instructor

___ B. Review of final paper by librarian
___ C. Written questionnaire or survey
___ D. Other _____

Timothea McDonald
December 1978

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ASSESSING CLASSROOM INSTRUCTOR INTEREST IN BIBLIOGRAPHIC INSTRUCTION THROUGH AN INTERVIEW

I. How would you evaluate the students' use of the library?

___ A. Heavy
___ B. Moderate
___ C. Light

II. Do you make assignments that require students to use the library?

___ A. If so, what kind of assignments are they?
___ B. If not, what are the reasons for not making such assignments?

III. What skills do you see as most important for students to have in order to use the library?

IV. How do you think library skills are best developed?

___ A. Do students pick them up naturally and on their own, as they need the library for various courses?

___ B. Is library orientation (brief tour and introduction) helpful?

___ C. Should library resources and research skills be taught as needed within given courses?

___ 1. By faculty? If so, how? Do you teach these now? How?
___ 2. By librarians? If so, how would you like to see this carried out? Bring to faculty's attention several possible alternatives, such as workbooks, one-hour class presentations, etc.

___ D. Should library-use instruction be completely independent of regular course work? For example, a separate, one-to-three hour course in bibliography and search skills or non-credit mini-courses or term paper clinics could be offered by library staff independent of any courses. If this is a recommended approach, does the faculty member think students would be sufficiently motivated to take advantage of these?

The librarian should engage faculty in a discussion of all these alternatives, and any others mentioned, and pursue the reasons for any of the alternatives the faculty member recommends.

V. How did you learn to use the library effectively as a student?

VI. Describe your own library needs and the use you are making of our collections and services at the present time. Are there ways that the library staff could be more helpful to you in your use of the library?

Phyllis Andrews
December, 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

ASSESSING THE DEAN'S INTEREST IN BIBLIOGRAPHIC INSTRUCTION THROUGH AN INTERVIEW

I. How would you evaluate the students' use of the library?

____ A. Heavy
____ B. Moderate
____ C. Light

II. In courses you teach or have taught: have you made assignments that required students to use the library?

____ A. If so, what kind of assignments were they?
____ B. If not, what were your reasons for not making library assignments?

III. What skills do you see as most important for students to have in order to use the library?

IV. How do you think library skills are best developed?

____ A. Do students pick them up naturally and on their own, as they need the library for various courses?
____ B. Is library orientation (brief tour and introduction) helpful?
____ C. Should library resources and research skills be taught as needed within given courses?

____ 1. By faculty? If so, how?
____ 2. By librarians? If so, how would you like to see this carried out? Bring to Dean's attention several possible alternatives, such as workbooks, one-hour class presentations, etc.

____ D. Should library-use instruction be completely independent of regular course work? For example, a separate, one-to-three-hour course in bibliography and search skills or non-credit mini-courses or term paper clinics could be offered by library staff independent of any courses. If this is a recommended approach, does the Dean think students would be sufficiently motivated to take advantage of these?

The librarian should engage the Dean in a discussion of all these alternatives, and any others mentioned, and pursue the reasons for any of the alternatives the Dean recommends.

V. Is the learning of library resources and search skills one of the objectives of the curriculum here?

____ A. If so, is the achievement of this objective formally articulated or informally expected to happen?

____ B. If not, would you be interested in considering the inclusion of this objective in our curriculum?

VI. In your academic life, how did you learn to use the library effectively?

VII. Describe your own library needs and the use you are making of our collections and services at the present time. Are there ways that the library staff could be more helpful to you in your use of the library?

Phyllis Andrews
December, 1978

BIBLIOGRAPHIC INSTRUCTION
CHECKLIST
ADMINISTRATION OF A PROGRAM

I. A bibliographic instruction component within the present library organization structure is designated:

_____ A. To investigate local needs for a program
_____ B. To determine feasibility of a program
_____ C. To propose a program
_____ D. To implement a program
_____ E. To more effectively coordinate an ongoing program

II. Program administered by

_____ A. An overall coordinator hired for that purpose
_____ B. A member of public service staff given the coordinating assignment until further notice
_____ C. Coordinator assignment is rotated among certain staff members
_____ D. Other _____

III. The bibliographic instruction coordinator title will be _____

IV. The bibliographic instruction program coordinator reports to

_____ A. The Head of Reference
_____ B The Director of Public Services
_____ C. Chief Librarian or Library Director
_____ D. Other _____

V. Librarians who will teach and/or participate

_____ A. Librarians who have been specifically designated as "instruction librarians"
_____ B. Librarians whose official designation is "reference librarian"
_____ C. Any public service librarian
_____ D. Public service librarians selected by the program coordinator for specific qualifications
_____ E. Any librarian who volunteers
_____ F. Personnel other than professional librarians

VI. Other program responsibilities that must be assumed/assigned and carried out

_____ A. Maintaining liaison with central academic administration
_____ B. Maintaining liaison with appropriate academic departments
_____ C. Developing materials
_____ D. Revising materials
_____ E. Developing and maintaining a resource center
_____ F. Other _____

Kay Rottsolk
December, 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

DEVELOPING OBJECTIVES

I. Educational objectives will be used

____ A. To improve curriculum
____ B. To increase student achievement
____ C. To facilitate program evaluation

II. Kinds of objectives:

____ A. General objectives for

____ 1. Studentbody of college
____ 2. All students in a course
____ 3. Individual students in any course

____ B. Terminal objectives representing units of behavior included under general objectives
____ C. Enabling objectives representing knowledge or skills to be mastered if student is to attain terminal objectives

III. Characteristics of well-constructed enabling objectives

____ A. Outcome (behavior) can be evaluated because it is observable and measureable

____ 1. Such vague terms as these are avoided:

a. To know...
b. To understand...
c. To appreciate...
d. To grasp the significance
e. To enjoy...
f. To believe...

____ 2. Descriptive terms referring to specific outcomes are used:

a. To write...
b. To recite ...
c. To identify...
d. To differentiate...
e. To solve...
f. To construct...
g. To list...
h. To compare...
i. To construct...

___ B. Conditions under which the behavior is to occur are specified, using such specifications as are listed below:

___ 1. Given a list of...
___ 2. Given any reference of the learner's choice...
___ 3. Given a standard set of tools...
___ 4. Without the aid of references...
___ 5. Without the aid of a slide rule...
___ 6. Without the aid of tools...
___

___ C. A criterion statement, or standard of performance, indicating a minimum acceptable performance is included for each enabling objective, i.e.:

___ 1. A time limit,
___ 2. Minimum number of current responses, or
___ 3. Minimum percentage of current responses, or
___ 4. Minimum proportion of current responses
___

Murray Wortzel
December 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

INSTRUCTIONAL MODES

I. Factors to consider in selecting a mode

____ A. Student need in terms of immediate/delayed response
____ B. Depth of instruction required by student to meet information need
____ C. Amount of time student has for participation
____ D. Effectiveness of mode in terms of retention
____ E. Preparation time required of instructor
____ F. Allowable student/instructor ratio
____ G. Extent to which instruction must relate to classroom coursework
____ H. Ease of revision/update of materials
____ I. Adaptability to evaluation techniques

II. Modes of instruction

____ A. Reference instruction: one-to-one instruction initiated by an inquiry at the reference desk

____ 1. Purpose

____ a. To enable student to use tools to answer immediate information needs
____ b. To enable student to learn search techniques for the future

____ 2. Teaching method: Explanation and demonstration
____ 3. Instructional materials

____ a. Reference tools
____ b. Search strategy guides
____ c. Bibliographies
____ d. Other _____

____ 4. Sessions

____ a. One session, less than one hour
____ b. One session, an hour or longer
____ c. Several sessions

____ 5. Size of group: One student

____ 6. Non-credit

___ B. Tutorial: In-depth instruction in the use of bibliographic materials relevant to student's particular interest

___ 1. Purpose: To enable student

___ a. To acquire expertise in search techniques
___ b. To use major bibliographic tools in his/her area of major interest

___ 2. Teaching method

___ a. One library instructor to one student working on an on-going basis
___ b. Guided or programmed self-paced study

___ 3. Instructional materials

___ a. Course syllabus
___ b. Textbook
___ c. Library guides
___ d. Workbook or programmed instruction
___ e. Search problems
___ f. Bibliographies
___ g. Pre-test/post-test
___ h. Other _____

___ 4. Extended sessions over 4 - 16 weeks
___ 5. Size of group: One student
___ 6. Credit

___ a. non-credit
___ b. credit: Number of hours: _____

___ C. Course: In-depth instruction in the use of bibliographic materials relevant to either a general interdisciplinary survey or a particular subject area

___ 1. Purpose: To enable student

___ a. To acquire expertise in search techniques
___ b. To use major interdisciplinary bibliographic tools
___ c. To use major bibliographic tools in his/her own subject area

___ 2. Teaching method

___ a. Lecture: Explanations and demonstrations
___ b. Search problems or exercises necessitating student use of library
___ c. Audiovisual programs
___ d. Other _____

___ 3. Instructional materials

___ a. Course syllabus
___ b. Textbook
___ c. Library guides
___ d. Workbook or programmed instruction
___ e. Search problems
___ f. Bibliographies
___ g. Pre-test/post-test
___ h. Other _____

___ 4. Sessions: Regular, 8 to 16 weeks
___ 5. Size of group: 5 - 15 students
___ 6. Two to 4 hours

___ D. Workshops: Introduction to basic sources of information in a given subject area or format, e.g. documents, software, microforms

___ 1. Purpose

___ a. To acquaint student with major bibliographic tools
___ b. To acquaint student with basic search techniques
___ c. To meet needs of a course

___ 2. Teaching methods

___ a. Lecture: Explanation and demonstration
___ b. Hands-on experience in library

___ 3. Instructional materials

___ a. Library guides to sources
___ b. Search problems
___ c. Bibliographies
___ d. Other _____

___ 4. One session, one to two hours long
___ 5. Size of group: Five to fifteen students
___ 6. Non-credit

___ E. Point-of-use: Instructions on how to use a particular bibliographic tool. The instruction is located at the tool.

___ 1. Purpose: To enable a student to learn to use a particular tool without the aid of a librarian
___ 2. Teaching method: Prepared passive instrument in

___ a. written format
___ b. audiovisual format
___ c. kit form

___ 3. Single or repeated sessions as needed
___ 4. Size of group: One student
___ 5. Non-credit

___ F. Tour: General introduction to building, library, personnel, services

___ 1. Purpose
___ a. To expose student to the library
___ b. To evoke a positive impression of the library

___ 2. Teaching method: Lecture
___ 3. Instructional materials

___ a. Handbook
___ b. Floor plan
___ c. Guide to services
___ d. Other _____

___ 4. One session
___ 5. Size of group: One to twenty students
___ 6. Non-credit

John Tongate
December, 1978

BIBLIOGRAPHIC INSTRUCTION
CHECKLIST
DEVELOPING INSTRUCTIONAL MATERIALS

I. Rationale: Instructional materials are being considered for use

____ A. to reach a larger number of students
____ B. to provide alternatives to present forms of instruction
____ C. to supplement the instruction already being given
____ D. to provide students with an end product from a library instruction session (i.e. bibliographies)
____ E. to provide instruction to those who cannot be reached in traditional manner
____ F. to ease the problem of a limited instructional staff
____ G. to save on total preparation time

II. Types of material being considered for the instructional program

____ 1. handbook
____ 2. self-guided tour
____ 3. workbook
____ 4. bibliography
____ 5. topical guides
____ 6. slide/tape program
____ 7. slide set
____ 8. video tape
____ 9. filmstrip
____ 10. film

III. Costs

A. How much professional and/or staff time is needed to develop

____ 1. guides
____ 2. handbooks
____ 3. self-guided tours
____ 4. workbook
____ 5. bibliographies
____ 6. slide/tape program
____ 7. video tape

B. Can the library obtain the hardware (projectors, screens, tape recorders, etc.) for use with

____ 1. slide programs
____ 2. audio programs
____ 3. slide/tape programs
____ 4. films
____ 5. video tape
____ 6. transparencies

C. Cost to library for instructional material (including time, materials and reproduction costs):

_____ 1. Total cost for production or purchase:

_____ a. guides _____
_____ b. handbook _____
_____ c. self-guided tour _____
_____ d. workbook _____
_____ e. bibliography _____
_____ f. slide/tape program _____
_____ g. video tape _____

_____ 2. Cost per student (divide total cost by projected number of students):

_____ a. guides _____
_____ b. handbook _____
_____ c. self-guided tour _____
_____ d. workbook _____
_____ e. bibliography _____
_____ f. slide/tape program _____
_____ g. video tape _____

_____ 3. Cost per year to update materials

_____ a. guides _____
_____ b. handbook _____
_____ c. self-guided tour _____
_____ d. workbook _____
_____ e. bibliography _____
_____ f. slide/tape program _____
_____ g. video tape

IV. At what audience is the instructional material being aimed

_____ A. beginning college student
_____ B. visiting pre-college groups
_____ C. graduate students
_____ D. faculty
_____ E. upper-level undergraduates
_____ F. library staff
_____ G. combination of groups
_____

V. Evaluation

A. Does the instructional material

_____ 1. fit in with the perceived needs of the present or anticipated instructional program
_____ 2. fit within the library budget
_____ 3. require an inordinate amount of time to develop
_____ 4. require special equipment not presently available
_____ 5. pay for itself
_____ 6. make library instruction more effective

B. Are the instructional materials

_____ 1. accurate
_____ 2. of good technical quality (color, sound, etc.)
_____ 3. attractive
_____ 4. easy to use

_____ a. are directions clear
_____ b. does it involve the use of equipment

_____ 5. durable

Beverly L. Renford
December, 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

PROGRAM TO TEACH LIBRARIANS TO TEACH

I. Purposes and goals

____ A. To encourage librarians to increase their knowledge about teaching methods and innovations in education
____ B. To establish standards for teaching among the various participants in the program
____ C. To develop within librarians the ability to calculate the parameters and complexity of the material to be covered with a group of students
____ D. To enable librarians to feel comfortable and secure in their dealings with faculty
____ E. To give librarians an opportunity to share their knowledge and enthusiasm with students and staff
____ F. To develop a core of librarians who cannot only teach bibliographic classes, but who can teach other librarians to teach as well

II. Prerequisites for the program

____ A. A group of librarians interested and willing to take part
____ B. At least one person on the staff to coordinate the program, and possibly do the training
____ C. An administration willing to support the program with:

____ 1. At least minimal funding

____ a. Hire additional staff for instruction
____ b. Commit released time to participating staff for preparation and teaching

____ 2. Moral support by encouraging department heads, for example, to recognize it as an important facet of the college

____ D. Department heads throughout the system willing to:

____ 1. Release staff to enable them to take part in the program
____ 2. Allow time, once staff has completed the program, to enable them to prepare and teach classes

III. Librarians will be trained by

____ A. The person selected as coordinator will also be the person training the staff
____ B. Qualified personnel from other Departments within the University or College (such as Education faculty, Communications Arts faculty, etc.) will do the training

___ C. Someone will be hired expressly for the purpose of doing the training
___ D. A combination of any or all of the above

IV. Librarians who will participate in the program

___ A. Librarians who have been specifically designated as "instruction librarians."
___ B. Librarians whose official designation is "reference librarian"
___ C. Any public service librarian
___ D. Public Service librarians selected by the program coordinator for specific qualifications
___ E. Any librarian who volunteers
___ F. Personnel other than professional librarians
___ G. Other _____

V. Physical facilities that must be planned for

___ A. Space for meeting

___ 1. Classroom
___ 2. Conference room
___ 3. Other suitable space

___ B. Equipment

___ 1. Chalkboard, chalk and erasers
___ 2. Video camera and play back equipment
___ 3. Slide projector
___ 4. Tape recorder
___ 5. Overhead projector

___ C. Other teaching aids

___ 1. Prepared posters
___ 2. Slides
___ 3. Slide tape shows
___ 4. Sample materials, e.g. catalog cards, indexes

VI. Other things to consider

___ A. Approval of library supervisory personnel
___ B. Time commitment of participants
___ C. Selection of participants
___ D. Future involvement by trainees in the bibliographic instruction program
___ E. Cost of program

BIBLIOGRAPHIC INSTRUCTION
CHECKLIST
EVALUATION OF A PROGRAM

I. The evaluation of the bibliographic instruction program is being considered

_____ A. To seek approval of the program
- _____ 1. From outside funding agencies
- _____ 2. From college administration
- _____ 3. From library administration
- _____ 4. From fellow librarians
- _____ 5. From classroom instructors
- _____ 6. Other _____

_____ B. To provide information
- _____ 1. Concerning effectiveness of instruction; i.e. did it teach skills desired
- _____ 2. Concerning skills developed by students; i.e. did the students learn what was expected
- _____ 3. Concerning attitudes of the students
- _____ 4. Concerning application of skills taught

II. Information from the evaluation will be used

_____ A. To measure attainment of objectives
_____ B. To improve an existing program
_____ C. To determine the need for expanding the program
_____ D. Other (specify) _____

III. The results of the evaluation will be reported to

_____ A. University administration
_____ B. Library administration
_____ C. Librarians involved with program
_____ D. Classroom instructors
_____ E. Students

IV. The evaluation tool or method will be devised by

_____ A. The coordinator of the bibliographic instruction program
_____ B. Bibliographic instruction librarians
_____ C. Library staff
_____ D. Library staff and other faculty
_____ E. Other _____

V. Input for developing the instrument will be provided by

_____ A. Students
_____ B. Librarians
_____ C. Bibliographic instruction librarians
_____ D. Classroom instructors

VI. Evaluation format

_____ A. Formal

_____ 1. Pre-test and post-test
_____ 2. Interviews with students
_____ 3. Interviews with classroom instructors

_____ B. Informal

_____ 1. Comments by students
_____ 2. Comments by librarians
_____ 3. Comments by classroom instructors

_____ C. Reactive

_____ 1. Questionnaire to participating students
_____ 2. Survey

_____ D. Non-reactive

_____ 1. Observation
_____ 2. Statistics

VII. Are the evaluation methods valid and reliable

_____ A. If a test

_____ 1. Will students answer the question the same way consistently

_____ 2. Will the answer to a question really indicate whether the students does or does not possess a particular skill or attitude

_____ B. Will the evaluation method affect the attitudes and skills of the students

_____ C. Is the evaluation device highly subject to the bias of the evaluator

Larry Hardesty
December 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST
GAINING AND MAINTAINING COLLEGIAL SUPPORT WITHIN THE LIBRARY

I. Cooperation among library staff

A. Commitment of non-instructional librarians to the library instructional program in terms of

1. Sharing of goals

_____ a. commitment
_____ b. acceptance
_____ c. no commitment
_____ d. disagreement

2. Sharing of expertise

_____ a. commitment
_____ b. acceptance
_____ c. no commitment
_____ d. disagreement

3. Exchange of constructive criticism

_____ a. open
_____ b. restrained but happens
_____ c. no exchange

B. Commitment of instructional librarians to the non-instructional programs in terms of

1. Sharing of goals

_____ a. commitment
_____ b. acceptance
_____ c. no commitment
_____ d. disagreement

2. Sharing of expertise

_____ a. commitment
_____ b. acceptance
_____ c. no commitment
_____ d. disagreement

3. Exchange of constructive criticism

_____ a. open
_____ b. restrained but happens
_____ c. no exchange

II. Participation of non-instructional librarians in the instructional program

A. Do non-instructional librarians participate in program planning

_____ 1. as developers of a mission and goals statement
_____ 2. as co-developers of a comprehensive program of instruction
_____ 3. as co-authors of instructional objectives

B. Do non-instructional librarians participate in program implementation

_____ 1. as instructional team members
_____ 2. as instructional developers
_____ 3. as subject specialists

C. Do non-instructional librarians participate in program evaluation

_____ 1. as members of the program review team
_____ 2. as monitors and critics of instructional sessions
_____ 3. as evaluators of data

III. Fostering communication between instructional and non-instructional librarians

A. Are views of non-instructional librarians actively sought

_____ 1. regularly
_____ 2. occasionally
_____ 2. never

B. Are non-instructional librarians kept informed of decisions made regarding the instructional program

_____ 1. regularly
_____ 2. occasionally
_____ 3. never

C. Are communication channels in the library open

_____ 1. open
_____ 2. somewhat open
_____ 3. closed

D. Have formal ways of improving the quality of communication between instructional and non-instructional staff in the library been explored

_____ 1. staff meetings where the instructional program and student needs are discussed
_____ 2. in-house staff publications
_____ 3. routing published articles on library instruction among all library staff members.

E. Have informal ways of improving the quality of communication between instructional and non-instructional staff in the library been explored

_____ 1. one-to-one conversations with instructional librarians initiating conversations regarding library instruction with non-instructional colleagues
_____ 2. have non-instructional librarians been invited to help prepare publications, handouts, bibliographies, etc.

IV. Flexibility and reciprocity in staffing patterns

A. Do non-instructional staff serve in instructional service positions/roles

_____ 1. regularly
_____ 2. occasionally
_____ 3. never

B. Do instructional staff serve in non-instructional service positions/roles

_____ 1. regularly
_____ 2. occasionally
_____ 3. never

C. Are new staff hired with a view to their potential to contribute to a flexible staffing pattern

_____ 1. regularly
_____ 2. occasionally
_____ 3. never

Kathy Jordan
December, 1978

BIBLIOGRAPHIC INSTRUCTION CHECKLIST

GAINING AND MAINTAINING INSTITUTIONAL SUPPORT

I. Demonstrate the need for bibliographic instruction with

_____ A. Practical examples from daily experience

_____ 1. with students
_____ 2. with faculty

_____ B. Professional documentation

_____ 1. From the literature

_____ a. of library science
_____ b. of education
_____ c. of other disciplines

_____ 2. Indicated by the proliferation of

_____ a. workshops and conferences
_____ b. special organizations
_____ c. clearinghouses

II. Suggest a viable solution through a plan of action which includes all the essential elements for a successful program

_____ A. Statement that responsibility for education for use of library tools rests with the professionals best trained in the use of those tools
_____ B. Utilize "Bibliographic Instruction Checklist: Elements of a Model Library Instruction Program" to facilitate planning
_____ C. Establish a tentative timetable
_____ D. Develop a proposed budget
_____ E. Propose progress reports on a regular basis
_____ F. Include attitude questionnaire and needs assessment surveys of

_____ 1. Faculty
_____ 2. Students

Phyllis J. Hudson
December 1978